DOCUMENT RESUME

ED 329 955 CS 010 515

AUTHOR	Shermis, Michael, Ed.
TITLE	Parents Sharing Books: Self-Esteem and Reading.
INSTITUTION	Indiana Univ., Bloomington. Family Literacy Center.
SPONS AGENCY	Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE	91
NOTE	40p.; For a related publication, see ED 324 662.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Books; *Childrens Literature; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; *Parent Role; Parents as Teachers; *Preadolescents; Reading Aloud to Others; Reading Materials; *Self Esteem
IDENTIFIERS	Family Literacy; Middle School Students

ABSTRACT

This booklet focuses on self-esteem, especially as to how reading at home can affect reading and school performance and how poor reading attainment can affect self-esteem. Specific steps to help middle school children gain self-esteem are discussed. Practical questions from parents are answered and activities are described which can be used at home. Books for preteens, teens, and parents are also recommended in the booklet. (MG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329955

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael Shermis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

This booklet has a companion audio tape on "Self-Esteem and Reading."

Parents Sharing Books is published by the Family Literacy Center at Indiana University, 2805 E. 10th Street, Suite 150, Bloomington IN 47408-2698. Copyright © 1991.

The ***Parents Sharing Books*** project is funded by the Lilly Endowment.

Table of Contents

Getting Started 1
Self-Esteem and Reading 2
Questions 15
Promoting Self-Esteem in the Family 20
Books for Parents 22
Books for Teens and Pre-Teens 24

THE TIME MACHINE
THE LION THE WITCH & THE WARDROBE
HUCKLEBERRY FINN

Getting Started

This issue of *Parents Sharing Books* focuses on self-esteem, especially on specific steps you can take to help your middle school child gain self-esteem. We answer some practical questions from parents and describe activities you can use at home. We also recommend a few books your teen or preteen may enjoy.

On Side A, we have some ideas on self-esteem from Dr. John Shefelbine, author, teacher, and parent. Notice how he suggests using reading to improve self-esteem and school performance. We hope some of his ideas will help you relate better with your adolescent.

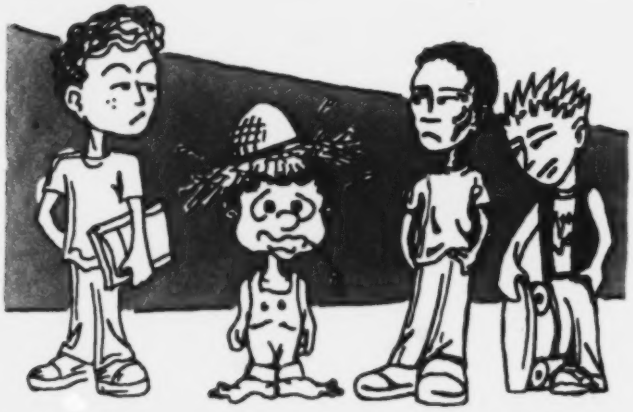
On Side B of the companion audio cassette, we have recorded a conversation between a middle school child and her mother. Listen to the different strategies they use in their book-sharing conversation to give you ideas on how you can discuss books with your teen.

Self-Esteem and Reading

by John Shefelbine

As my youngest daughter goes through middle school and early adolescence, I sometimes worry. She seems a bit too concerned about fitting in with her friends and her various groups at school. Her looks, her dress, and even her talk seem to follow some strange, foreign code or standard. Her two older sisters assure me that she is doing fine—in their own words, "She's normal, Dad."

I think I am reacting not only to what she does but to memories of what I went through when I was her age. Those times weren't always so great for me. Partly because I was young for my grade and had grown up in the country, I just didn't seem to fit in with my more sophisticated peers from the city. While I made some close friends, I wasn't what you would call "popular." My response, as I



look back, was to be dissatisfied with who I was and to wish I were like others. I developed a pretty good case of low self-esteem, which basically means that I didn't feel very worthwhile as a person. For various reasons, my struggle with those feelings continued for quite a few years.

I mention my own experiences to illustrate the importance of self-esteem in a personal way and also to encourage you to recall similar instances in your own life and in the lives of your kids. Certainly, most people have struggled with self-esteem at some time or other. Middle school

seems to be particularly difficult for many because a growing need for independence from the family makes students more dependent on other students for their sense of identity and life priorities. But middle school peer groups are not especially accepting or tolerant, so it's not surprising that even popular students have doubt about their self-worth.

But, what does all of this have to do with reading? I see at least three types of relationships between self-esteem and reading. First, low self-esteem can affect students' attitudes toward school, including their interest in reading; second, reading can be used to improve self-esteem; and finally (and quite the opposite from the previous point), reading can contribute to low self-esteem. As I go along, I'll talk about each of these in turn and will include suggestions for making students feel better about themselves and about reading.

Self-Esteem Can Affect Reading and School Performance

Just as there are many reasons why students may not feel good about themselves, there are many ways in which they react to these feelings of self-doubt. I, for example, tried to be the model student and the model citizen; but no matter how much I accomplished, I continued to be "hard on myself." Many students, however, seem to do quite the opposite. They lose all interest in school work and even in reading for pleasure. In some schools such responses are encouraged by other students' negative attitudes toward academic achievement and reading. Not trying in class and not being "bookish" or "nerdish" can become another way of trying to be accepted by classmates.

Building self-esteem

If you suspect that low self-esteem is affecting your child's life, you might consider some or all of the following suggestions:

- ***Figure it out.*** First, it's important to find out whether a problem actually exists and what its nature is. Talking with our kids is an obvious first step, but this is not always easy, especially during early adolescence. It may help to talk to teachers, counselors, and anyone else who knows them well.

- ***Face it.*** Openly recognizing a problem or situation and accepting it in a matter-of-fact way will help everyone feel better. I say everyone because we parents sometimes choose to overlook what we wish were not so. When kids see this response, they end up feeling even worse about themselves. These ideas are well-reflected in one of my favorite sayings—"The truth shall make you free."

- ***Believe them.*** Believe in your children and let them know it. Sometimes it may be hard for us to love our kids unconditionally, to regard them as fundamentally worthy, and to trust that difficult matters can be worked out. This is unfor-

tunate because our own doubts can add to our kids' doubts. Even when we do love, believe, and trust, we often fail to communicate it. This takes time and effort on our parts, especially when kids are moody and distant. I'm still learning that underneath any Bart Simpson "attitude" is a person who still needs our constant and strong support.

✓ ***Encourage them.*** Encourage positive friendships and activities. Since preteens seek some sense of belonging outside the home, it is important to support friends and activities that build self-esteem. This can be a tricky issue not only because some kids resent and resist any help that is too direct (remember, they want some independence) but also because some groups that provide a sense of belonging are not always safe or responsible (I'm thinking of certain kinds of gangs).

Use Reading to Improve Self-Esteem

Another major way to build a sense of self-worth is through reading books about kids going through the trials of adolescence and growing up. This type of reading, which is often referred to as "adolescent literature" or "young adult literature," contributes to self-esteem in several important ways. Kids learn that they are not as alone and isolated as they thought, and may also begin to feel less powerless after reading about how others faced and worked through problems similar to their own. Identifying with and living through the experiences and feelings of "book" characters help children anticipate consequences and "see" things more clearly and in perspective (something that is difficult to do through the narrow lens of the middle school peer group).

If you read some of these books aloud, you probably will discover some other benefits. Older kids still enjoy being read to, especially if they were read to earlier on. It is a form of attention and taking time that builds trust and communication. Also, reading about the experiences and doubts of others makes it easier for kids to talk more openly about issues in their own lives.

A variation of reading aloud is for parents and kids each to read the same book (two copies would be nice) and then talk about what they read.

Find Appropriate Books

Reading guides such as *Comics to Classics* by Arthea Reed and *High Interest Easy Reading for Junior and Senior High School* from the National Council of Teachers of English are useful for matching reading materials with students' interests and concerns. Books are listed under a variety of categories that include handicaps and illness, death, coming of age, love and romance, parents, peer relationships, problems, and social issues that include discrimination. Here are four examples from *Comics to Classics.*

The Pig-Out Blues, Jan Greenberg. Farrar, Straus & Giroux, 1982. Jodie overeats when she feels disappointed. Helpful friends get her on the right track.

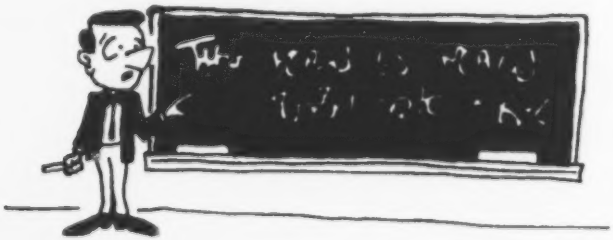
Risking Love, Doris Orgel. Dial, 1984. Dinah is trying to deal with her parents' divorce and is unable to come to terms with the transient nature of love.

Close Enough to Touch, Richard Peck. Delacorte, 1981. Matt has barely recovered from his mother's death when his girlfriend dies. Though his father and stepmother are loving and supportive, they are unable to understand the depth of his grief. It is not until he meets Margaret that he is able to come to terms with death and life.

Finding David Delores, Margaret Willey. Harper & Row, 1986. Arly is obsessed with David and finally meets him but she learns more about herself and the value of friendship than about love.

How Reading Can Contribute to Low Self-Esteem

Not all students read as well as they or teachers and parents would like, and many feel ashamed that they have a more difficult time with school work than others. These unhappy experiences and feelings can lower overall self-esteem in some students; they may even see themselves as being "dumb." Others still manage to maintain a fairly high level of self-worth, particularly if they feel valued at home and at school. It is worth noting that feelings of failure and shame do not always indicate a general personality trait but often are limited to certain situations. Take, for example, my spelling, which my high school English teacher kindly described as "unusual." To this day, I am uneasy and self-conscious about writing in public (on a chalkboard, for example) where I often freeze up and go blank when I get stuck and feel that everyone is looking at me. In the past, I tried to hide my uncertainty through sloppy writing (the old dotted e trick). More recently, I "fess up" by acknowledging my handicap before it even becomes an issue (and the truth shall make you free). Then, when I have trouble with a word, I just ask for help.



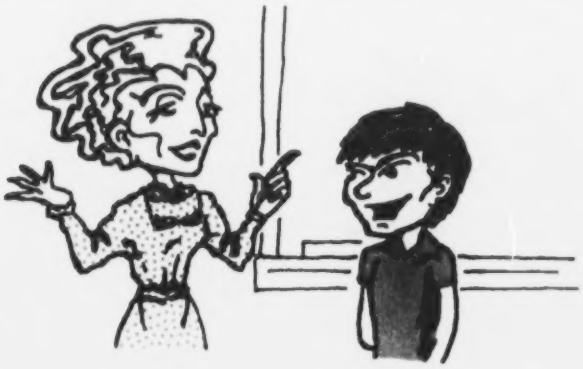
While I am at it, I might as well mention basketball. Though I'm fairly athletic (to the point of skateboarding to work), I never had much opportunity to play basketball. Well, you can imagine what happened when, at the too-old-to learn age of 21, I went to work for and with the Nez Perce Indians in Idaho. Basketball was the major (and only) community pastime in the winter, so I was naturally asked to join the local men's team. What a disaster! I've blocked out the details of my first game, but I vaguely remember running toward the wrong basket, double dribbling all the way, and widely missing my shot just before I smashed into

a wall. People asked me later whether I was trying to be funny (much like a rodeo clown, I suppose). They were nice and polite, but I was not asked to play again. To this day, I avoid most games, especially when the players seem halfway good.

While I am equally poor at spelling and basketball, I continue to face (and work at) the spelling issue because I frequently have to spell in public (there ought to be a law against it).

Basketball, on the other hand, is not required, so I just let it go. (Besides, you can't stop and ask for help in the middle of a game.) I say all of this because reading is much more important than spelling, and it's not good for students to avoid it like I avoid basketball.

Parents can limit the punishment that poorer readers often inflict upon themselves by following some of the suggestions made earlier (for example, figure it out, face it, believe in them). In this case, part of believing in them involves being clear that not reading well has nothing to do with being stupid or dumb. Teachers and so-called friends that make students feel like failures need to be confronted by everyone—parents, other teachers, and students themselves. Rather than hiding and pretending, students should feel confident about themselves as people and as learners—confident enough to walk into a class and tell the teacher, "I do not read as well as I want to, but I'm working at it, and I'm getting better. This should not keep me from learning the content of this course." The openness and integrity in such a



statement comes from a sense of pride and self-worth, and having the courage to reveal this information leads to the development of even higher levels of self-esteem.

In Conclusion

At some point in our lives, most of us have had to contend with being different and wanting to be accepted. Unfortunately, this dilemma often becomes a choice between rejecting a part of ourselves or being rejected by others. Either decision can affect how we feel about ourselves.

Helping our middle school students through this stage of their lives is particularly challenging because things seem far less under our control. It's how I feel when I watch my daughter, Rachel, during a difficult volleyball game. Sometimes I know she's hurting, but I can't rush in to fix things up.

So what can I do? Well, I can be there and root from the sidelines. After the game is over, I can compliment her and offer to take her home, even though I know she'll want to go out to have pizza with her friends. Later we can talk through what happened.

Questions

All parents have questions and need answers about the academic growth of their children. Here are some questions that parents frequently ask about self-esteem and teenagers.

My own self-esteem isn't very high. Will that affect my teenager's self-esteem?

Recognizing that your own self-esteem is low may be an important first step in helping you build up your teenager's sense of worth. Self-esteem is a combination of how we feel about ourselves and how we think others feel about us. Maybe you can recall some things from childhood that made you feel bad about yourself. For example, perhaps you were called names or humiliated when you made mistakes. You could share these experiences with your teen, if they are not too painful, or at least resolve to treat your teenager differently from the way you were treated.

By learning from your experiences, you can provide your adolescent with positive feedback at home. For instance, when your teen's behavior is unacceptable, instead of saying, "You are too old for that kind of behavior. I thought I could trust you on your own," say: "I don't approve of your behavior. You are capable of acting better than that, and I know you will do better the next time." In this way you build up your adolescent's self-esteem by emphasizing the confidence you have in her.

Try to notice and make sincere comments on achievements that your teenager makes, even small ones. As you make a conscious effort to build up your teenager's self-worth, take pride in that achievement, and your own self-esteem will improve in the process.

If my teenager has low self-esteem, will it affect his school work?

Many studies show that one of the most important factors influencing school success is self-esteem. Adolescents with low self-esteem, even if their intelligence is above average, tend not to enjoy school and easily lose motivation and interest.

Feeling bad about yourself depresses school performance, and—you guessed it—poor performance leads to low self-esteem. This process becomes like a merry-go-round, and it becomes harder and harder for a teenager to jump off as time passes. As an adolescent falls farther behind, his sense of failure increases, and that certainly interferes with school learning.

If your teen gets caught in this failure/low self-esteem cycle, discuss remedies with his teachers. Perhaps there are programs at school that can give him a boost, or his teacher may be able to arrange appropriate help.

Meanwhile, at home, work deliberately to improve your teenager's feelings. Punishment, negative reactions, and threats don't build self-esteem. Even a pat on the back, hugs, and words of encouragement may not be enough. You may need to sit down and help your teenage son with school work and talk about the difficulties he is having with some of his classes—at least until the cycle of poor performance is reversed.

If you feel you lack the ability to help your son with his school work, discuss the possibility of having a tutor help him after school. Remember to reassure him that he can do the job and can learn. Express your confidence in him often, and give frequent praise.

My teenager is shy. On a talk show, the expert said this was a stage of adolescent development, but I wonder if she just has low self-esteem. What should I do?

Your teenager's shyness may be a result of poor self-esteem, but not necessarily. People use the word "shy" in many different ways—to mean easily frightened, bashful, timid, self-conscious, or non-assertive. All of us experience some degree of shyness or anxiety when we have to do unfamiliar things or talk with people we don't know. And some people are naturally less outgoing than others.

One thing you can do is to discuss your teenager's shyness with her, being careful not to make fun of her feelings. Talk over with her how she feels when she acts shy, and try to find ways that she can overcome her shyness. For instance, does your daughter become anxious and self-conscious in a crowd, particularly when people are strangers?

Why not plan together how she can help herself the next time she needs to be in a crowd? Making sure a friend goes with her may be enough. Or—if new situations are overwhelming—work out a way that she can talk with you about her feelings ahead of time and plan what to do. Express confidence that she will be able to overcome her anxiety.

All children, and that includes adolescents, go through stages and sometimes move in and out of behavior changes. If you feel your daughter's shyness is lasting too long, causing her to withdraw from other teenagers and adults, you might want to share this concern with your daughter's teachers or her school counselor. Together you can work out a plan to help your daughter improve her self-esteem.

Promoting Self-Esteem in the Family

As parents, we are looking for ways to develop our teens' and pre-teens' self-esteem. Here are some other things you can do that will help.

- As a family, select a project to complete or a goal to accomplish. Allow your teen to help in the planning and execution of the task. Redecorating a room, planning a vacation, exercising, recycling family trash and garbage, and other similar activities can be organized so that each family member makes a contribution and feels good about his or her accomplishment.

- Everyone's self-esteem needs a boost. Therefore, try to compliment your teen on something every day. Just a favorable comment on a hairstyle or a household chore done well might make him feel better about himself. Make a list of your teen's personal qualities and attributes that you admire. Put the list of the refrigerator or on your desk and refer to it on days you are frustrated with your teen's behavior.

- When your teen is talking to you, listen with your ears *and* your eyes. Make eye contact so your child will see your interest. It will help if you turn off the television, take a break from household chores, and devote a few minutes just to your teenager. A little attention goes a long way in making a person feel important.

Books for Parents

How to Give Your Child a Great Self-Image, by Dr. Deborah Phillips. Concentrates on nurturing a positive self-image in children. Explores questioning techniques parents can use to focus on children's strengths. Other topics include fear of rejection, body image, perfectionism, and family communication.

When to Worry and What to Do, by Douglas H. Powell. Uses case histories, current theory and research, and clinical evidence, to discuss normal teen behavior, temporary difficulties, and possible serious problems. Covers alcohol use, sexuality, test-taking anxiety, eating habits, and moodiness.

Self-Esteem: A Family Affair, by Jean Illsley Clarke. Gives examples of different types of families, along with suggestions to help the adults in each family unit build their self-esteem and their children's. Provides worksheets, family exercises, and parenting tips.

How to Raise Teenagers' Self-Esteem, by Aminah Clark, Harris Clemes, and Reynold Bean. Explores self-esteem and the important role of high self-esteem in the adolescent. Gives practical advice to create a family environment that will foster high self-esteem. Guides parents by a simple step-by-step model.

Your Child's Self-Esteem, by Dorothy Corkille Briggs. Presents techniques to develop feelings of self-worth in children. Offers ideas on self-esteem and love, discipline, mental growth, sex, and negative feelings.

Books for Teens and Pre-Teens

Freckles, by Gene Stratton-Porter. Freckles arrives with no real name or family. He longs to prove his worth and gain some respect from others. Through guarding the timber of the Limberlost he finds courage, strength, love, and his beautiful Swamp Angel.

Tiger Eyes, by Judy Blume. After her father's murder, Davey travels with her mother and brother to New Mexico to stay with relatives, while they decide their future. She becomes friends with Wolf and his father, but must face death again. Then her family returns home to cope with the past and build a future.

My Darling, My Hamburger, by Paul Zindel. Liz feels rejected by her family and turns to her boyfriend, Sean. Liz becomes pregnant and seeks help from Maggie, after Sean decides not to marry her. Explores the responsibilities and consequences teens must face when they engage in sexual activity.

Can You Sue Your Parents for Malpractice? by Paula Danziger. Lauren signs up for a new class at school, "Law for Children and Young People." She begins to examine the rights of students and children. She discovers that even if she cannot sue her parents, she is able to do what she thinks is best for her.

The Hobbit, by J.R.R. Tolkien. Discover the world of hobbits and the adventures of Bilbo Baggins. Gandalf, the wizard, gives Bilbo Baggins a quest full of danger and intrigue. Bilbo finds the One Ring of Power, but then must fight his desire to control. This is the prelude to the *Lord of the Rings* trilogy.

When the Legends Die, by Hal Borland. Tom Black Bull denies his own past and refuses his own identity; he becomes known as Killer Tom Black. After a devastating accident riding broncos, he returns to his beginnings as an Indian living alone in the mountains. There he discovers who he is and the things he must always remember.

King Tut's Game Board, by Leona Ellerby (Lerner). Justin's trip to Egypt begins as a family vacation until he meets Nathan. His new friend shares his passion for Egyptian history, and together they explore and discover an ancient secret. Combines space travel, Egyptian history, and mystery.

Anne of Green Gables, by Lucy Maud Montgomery. Matthew and Marilla want a young boy to help them on their farm. The eleven-year-old Anne Shirley arrives instead. She soon wins them over and becomes Anne of Green Gables. Share in her adventures and humorous escapades as she grows into an unselfish and loving young lady.

Thank You, Jackie Robinson, by Barbara Cohen. Sam Green loves the Dodgers, and so does his mother's new employee, Davy. Despite their differences, they become close friends and share a devotion for their favorite team. Jackie Robinson helps Sam demonstrate his love for Davy before it is too late.

The Facts and Fictions of Minna Pratt, by Patricia MacLachan. Minna plays the cello, and she just can't seem to find her vibrato. She wishes her mother were normal and her brother could catch a baseball. Then she meets Lucas Ellerby. He becomes a special friend, helps her look at her life differently, and encourages her in the pursuit of vibrato.

More Amazing but True Sports Stories, by Phyllis and Zander Hollander (Scholastic). How did William Perry get his nickname? Who was the youngest person to swim the English Channel? Who went from prison to professional baseball? This book answers these questions and recounts other funny and bizarre stories from the world of sports.

Know Your Game: Soccer, by Marc Bloom (Scholastic). Covers the rules, positions, and equipment of soccer. Examines blocking, tackling, dribbling, passing, and shooting. Also includes a glossary of key terms used in the game.

Matching Wits with Sherlock Holmes, adapted by Murray Shaw (Carolrhoda). Includes two mysteries that the great detective solves. Clues that unravel the puzzles are given at the end of each story to enable the reader to follow the line of deductive reasoning.

Florence Griffith Joyner, by Nathan Aaseng (Lerner). Discover Flo Jo's secret to success. Follow this exceptional athlete from her younger years to her Olympic victories in 1988. Includes several photographs and charts her racing accomplishments.

My Name Is Not Angelica, by Scott O'Dell. Slave traders capture Raisha and her people from their home in Africa. They are taken to the island of St. John and must live as slaves. Recounts the slave rebellion of 1733, and one woman's pain, courage, and triumph.

Johnny Tremain, by Esther Forbes. Depicts Boston just before the Revolutionary War. Johnny's life changes from that of an apprentice silversmith to a young patriot involved with the "Sons of Liberty" in the fight for freedom.

Dogsong, by Gary Paulsen (Scholastic). Russel must make the journey north. He becomes one with his team of dogs and follows the old ways. Russel learns how to survive from an Eskimo shaman, and then from a dream. Russell does survive, and discovers his own song.

King of the Wind, by Marguerite Henry (Scholastic). Agba loves Sham, one of the Sultan's fastest stallions, more than life itself. Agba accompanies Sham to another country and cares for him through much adversity. Traces the ancestry of the racing champion Man O'War.

Now that you have read this booklet, listen to Side B of the companion audio cassette. It is a discussion between a middle school child and her mother. Michael Shermis, editor of this booklet, offers some commentary on how the parent uses her questions to help facilitate the book-sharing discussion.

Parent Involvement Materials

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell. Presents ideas to assist parents in preparing their children for reading. Focuses on children from birth through kindergarten. ($1.75)

You Can Help Your Young Child with Writing, by Marcia Baghban. Suggests methods parents can use to help develop their children's writing at home. Offers writing and reading activities. ($1.75)

Beginning Literacy and Your Child, by Steven B. Silvern and Linda R. Silvern. Recommends ways parents can participate in the development of their children's literacy. Provides activities for talking, reading, writing, and listening. ($1.75)

Helping Your Child Become a Reader, by Nancy L. Roser. Provides suggestions for parents to help them encourage their children to read. Offers several practical activities for parents. ($1.75)

Creating Readers and Writers, by Susan Mandel Glazer. Suggests that parents: (1) encourage the use of language; (2) build positive attitudes toward reading, writing, and speaking; and (3) demonstrate the purposes of literacy. Includes book suggestions classified by age groups. ($1.75)

You Can Encourage Your High School Student to Read, by Jamie Myers. Offers practical ideas parents can use to encourage their teenagers to read more. Shows how reading can serve adolescents' needs, and presents future needs that reading can fulfill. ($1.75)

Your Child's Vision Is Important by Caroline Beverstock. Discusses how vision affects school work, how different eye problems affect vision, and how to spot vision problems. Includes suggestions for dealing with vision difficulties. ($1.75)

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm. Ideas are presented to help parents use resources from around the home to promote literacy. The activities are educationally sound and fun for the parent and child to do together. ($5.50)

Subscription Rates:

Quantity discounts are available for 20 or more copies The journal is also available without the audio cassette for $4 per issue, or $40 for a one-year subscription.

Quantity

Parents and Children Together
an audio journal for children ages 4-10 and their parents

_____ *One-year subscription ($60 per year)*

Back Issues of *Parents and Children Together:*

_____ *Linking Reading and Writing ($6)*
_____ *Family Storytelling ($6)*
_____ *Motivating Your Child to Learn ($6)*
_____ *Learning and Self-Esteem ($6)*
_____ *Discipline and Learning ($6)*
_____ *Holiday Reading ($6)*
_____ *Learning Science at Home ($6)*
_____ *Folktales and Family Fun*
_____ *Learning Math at Home ($6)*

Parents Sharing Books
an audio journal for parents of middle school children

_____ *Motivation and Reading ($5)*

Booklets:

_____ *How Can I Prepare My Young Child for Reading? ($1.75)*
_____ *You Can Help Your Young Child with Writing ($1.75)*
_____ *Beginning Literacy and Your Child ($1.75)*
_____ *Helping Your Child Become a Reader ($1.75)*
_____ *Creating Readers and Writers ($1.75)*
_____ *You Can Encourage Your High School Student to Read ($1.75)*
_____ *Your Child's Vision Is Important ($1.75)*
_____ *101 Ideas to Help Your Child Learn to Read and Write ($5.50)*

(Minimum order $5.00)

$ _____ *TOTAL AMOUNT ENCLOSED*

– OVER –

(Please make checks payable to the **Family Literacy Center.**)

Name _____

Address _____

_____

City _____ State _____ ZIP _____

❒ P.O. # _____

❒ Check ❒ Money Order

❒ VISA ❒ Mastercard

Cardholder _____

Card No. _____

Expiration Date _____

Order Subtotal	Postage and Handling
$5.00-$10.00	$2.00
$10.01-$25.00	$3.00
$25.01-$50.00	$4.00
$50.01-$75.00	$5.00
$75.01-$100.00	$6.00
$100.01-$125.00	$7.00
$125.01-$150.00	$8.00
over $150.00	$9.00

Subtotal _____

Plus Postage & Handling _____

TOTAL _____

Send this order form to:

Family Literacy Center
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847 FAX (812) 855-7901

Parents Sharing Books is an audio journal developed to promote family literacy.

Editorial Advisory Board:
Pat Brown, Indianapolis Public Schools
Alice Davis, Business Consultant, Indianapolis
Dr. Leo Fay, Indiana University, Bloomington
Dr. Jack Humphrey, Evansville-Vanderburgh School Corp.
Teresa Jump, Indiana Parents Project
Amy Oxley, Indianapolis Public Libraries
Blanche Ryan, Indianapois Public Schools
Dr. John Shefelbine, Columbia University

Editor: Michael Shermis
Writers: Dr. Carl Smith, Marge Simic, and Melinda McClain
Editorial Assistants: Melinda McClain, Eleanor Macfarlane, and Richard Stewart
Production: Lauren Bongiani
Cartoons: Chris Bradley
Color: Melinda McClain and Ruth Fellingham

Audio
Producer: Michael Shermis
Studio Engineer: Rick Wudell
Voices in Order of Appearance:
Side A: Sonja Rasmussen and Dr. Carl Smith
Side B: Marge Simic and Whitney Simic
Studio: LodesTone Productions, 611 Empire Mill Rd., Bloomington, IN 47401.
Duplicating: Duplicating Plus, 611 Empire Mill Rd., Bloomington, IN 47401.

Parents Sharing Books is published by the Family Literacy Center.

For more information on the development of reading and language skills, write or call:

Family Literacy Center
Indiana University
2805 E. 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

BEST COPY AVAILABLE